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ABSTRACT

Prepared as part of the interdisciplinary Turko-Danish Fairytale Project, this paper contains descriptions of the core group of readers (600 18-year-old students) and the special groups of readers (each composed of approximately 50 subjects) who participated in the investigation of the collective versus the individual nature of the reader response to literature. After a brief discussion of the problems involved in choosing the subjects, the paper offers extensive data on various aspects of 1) the school systems of the core group students in Denmark and Turkey, (2) the background and education of the core group subjects, (3) differences in the classroom practices of the two countries, (4) teaching procedures used in each, and (5) major differences in the two educational systems as a whole. (FL)

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FAIRYTALE

An Interdisciplinary Turco-Danish Study of the Collective v. the Individual Nature of the Response to Literature

Report No. 10

Title: A DISCUSSION OF THE VARIOUS GROUPS OF READERS IN THE FAIRYTALE PROJECT, WITH A DETAILED DESCRIPTION OF THE "CORE-GROUPS" IN DENMARK AND TURKEY

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AUTHORSHIP

The Turkish Team has set up the description of the Turkish school system, while the Danish team is responsible for the rest of the text and the lay-out.

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FOREWORD

The present report is limited to a discussion of the concept of "core-groups" in the Fairytale-project, and thus supplements the comments given in Report 5, section III.1 (p. 8).

The Groups in the Main Experiment

As mentioned in the "Plan for the Experimental Set-up in Stages 1 and 2" (Report 5), p. 8, we chose to use two different types of groups of readers in the main part of the experiment, viz.

(A), the so-called "core-group", one in each country, and each comprising at least 600 18-year-olds at a certain educational level, and

(B) the so-called "special groups", each comprising c. 50 persons. They were to be introduced to make specific comparisons reliable, and, mostly, to make sure that we did not confuse educational and national characteristics.

The "Special Groups"

The actual decision about what special groups to employ has been postponed until the main investigation takes place.

The main problem is a practical one of availability. Once this is solved, the special groups must, within themselves, be defined as homogeneous according to criteria - which may differ from group to group. In one case, the "definition" may be geographical (i.e. the group consists of people from the same district), in another it is determined by age, in a third one by occupation, etc.

In the experiment as such, availability of readers will, inevitably, determine the nature of some of the groups we are going to introduce: thus it is reasonably to assume that a fair number of participants will come from educational institutions (schools and the like) where it is fairly easy to contact many readers.

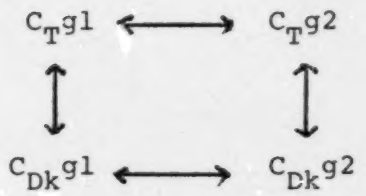
At the same time, we assume that every time a "new special group" is introduced, it will turn out that some aspect of the experience of literature which we have, so far, found was common with both Danes and Turks, and thus seemingly "cross-cultural", will turn out to be only national after all. And in the same way, we may also find that the introduction of a "new special group" may, in some cases, similarly reveal that what we have assumed was common to all Danes or Turks, and thus "national", is actually confined to - or prominent with - only the groups who participated in the study until then.

The logical ideal for the groups in the experiment can be illustrated as follows:

TWO ILLUSTRATIONS OF THE PROBLEM ABOUT THE "SPECIAL GROUPS"

Illustration A

C = cultural T = Turkish Dk = Danish g = group



Differences between $C_T g1$ and $C_T g2$ are national ones, e.g. educational, social, economic.

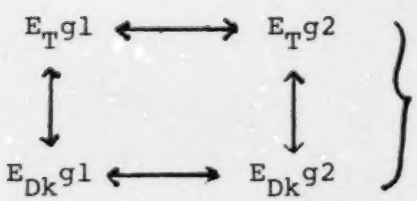
(once more: ideally the same differences as above, but still only national ones)

Cultural difference

(Ideally) same cultural difference.

Illustration B. Subgroup, characterised by different education: the educational parameter.

E = Education



Differences are national

Cultural differences

(Ideally) the same cultural differences

provided education is well-defined and comparable.

It must be admitted, however, that we cannot attain this logical ideal: we shall have to content ourselves with some kind of approximation where all groups participating in the study are described as carefully as possible as a group. The present report sets a model for such a description in the way we chart the differences and similarities between the readers in the Danish and the Turkish "core-group".

The "Core-groups".

After a visit to a Turkish "lycée", and having assessed various facets in the educational systems in Turkey and Denmark, it was decided that the two groups which seemed most homogeneous in the two countries were:

A. Danish "gymnasiaster" from all lines in 2'g., and

B. Turkish students from the Boğaziçi University.

As the "core-groups" in the two countries they are not identical, and thus not the "logical ideal". But they constitute the most reasonable approximations under the circumstances. In order to keep check on the differences and similarities, they are described in detail on the following pages.

External Description of the Core-groups in the Fairytale Project.

The comments on the following pages are not exhaustive descriptions of the Turkish and Danish educational systems. They refer only to some aspects on which the two systems differ or are identical. They thus serve as an *external description of the core*groups in the project in the two countries only.

T U R K E Y

I.0 SCHOOL SYSTEM

I.1 Mandatory no. of years in school:

5 years (3% drop out in the course of 5 years).

I.2 Chronological Table

Age axis

6 years — School starting age: 6 or 7 years

7 years — BASIC SCHOOL
Duration: 5 years
Age of pupils: 6-10 or 11

11 years

12 years — JUNIOR HIGH SCHOOL/
SPECIALISED HIGH SCHOOL
Duration: 3 years
Age of pupils: 11 to 13/14
Percentage of the population: 39.8%.
(1977-78 statistics)

13 years

15 years — SENIOR HIGH SCHOOL (Lycée)/
SPECIALISED HIGH SCHOOL
Duration: 3 years, 4 years in the majority of specialized high schools.
Age of pupils: 14 to 16/17
Percentage of population: 24
(according to 1977-78 statistics 24.6%)

Access: Admission is free for all students who have completed junior high school (except for some private exams)

D E N M A R K

9 years (3% leave before then by special permit).

80-85% go to 1-year kindergarden class (i.e. børne-haveklasser"). Situated at ordinary schools, they are used almost exclusively for training pupils in class-room work/discipline

Starting age: 6 or 7 years
BASIC SCHOOL
Duration: 9/10 years (95% do 10 years)
Age of pupils: 7-16/17

16 years

17 years

18 years

UNIVERSITY: Boğaziçi
University Preparatory school
or Boğaziçi University Junior College

Admission only of specially selected students at entrance exam:

1st round:

Test of 4 hours covering general knowledge and science: c. 2/3s drop out.

2nd round:

4 hour written test/exam, based on multiple-choice questions, comprising (a) an IQ test, (b) social sciences and the humanities (including one foreign language [e.g. English, German, French]) (c) natural sciences (biology, physics, chemistry, math, etc.). c. 2/3s drop out.

The remaining c. 50,000 students can then apply to universities. Their points in the last round determine their field of study and the university where they are matriculated.

The points are weighed differently according to the discipline chosen. At Boğaziçi it is above the top 1% in certain disciplines, and never below 8% (nationwide) for any group.

GYMNASIUM

Duration: 3 years
Age of pupils: c. 16/17 to 18/20
% of the population: c. 35%
Access: Students enter after 9 or 10 years in basic school. They are classified without specific examination by delivering schools as

(a) fit = admittance
(b) possibly fit = admitted on trial, and
(c) unfit = usually not admitted.

Groups b and c are examined in their weak fields at the beginning of the gymnasium.

II.0 THE CORE GROUP

II.1 Age and Institutions

Students at the first year of

(1) the Boğaziçi University Preparatory School: c. 300

(2) the Boğaziçi University Junior College: c. 300

Age: c. 18 years

II.2 Contents of Studies

At the Boğaziçi University Preparatory School:

At the preparatory school (duration 1 year), the students will do e.g. English with 18 hrs. of class-work and 3 hrs. of language laboratory leading to oral exams + 4 hours composition and essay writing.

1st term is English in general,
2nd term English is specialised or geared towards the future specialities, so that c. 50% get English for the engineering natural sciences, and 50% for the arts and social sciences + business administration.

Distribution of sexes:
40% females
60% males.

Boğaziçi University Junior College:

A two-year program in one of the following fields:
Tourism, middle-level administration, electronics, technicians, computer programing systems.
Language of instruction is English and all those who fail the language exam have to attend the preparatory school for one year.

Distribution of sexes:
45% females
55% males

D E N M A R K

Gymnasiaster from 2.g = second year.

A total of at least 600 from all lines.

Age: c. 18 years

The Danish gymnasium comprises three basic specialities, viz. (a) natural sciences (p.t. 63%), (b) modern languages, and (c) with very few pupils/classical languages. The second year they are subdivided into a high number of special lines, e.g. mathematics-physics, social sciences - modern lang.. To get readers who conform as much as possible with the Turkish ones, the Danish readers must be from all lines.

Distribution of sexes:

53% females
47% males (1981/82)

III.0 SOME EXTERNAL DIFFERENCES BETWEEN CLASSES

III.1 Number of Class hours per week

Licée: 36
(Duration: 45 minutes)

Boğaziçi Prep School: 25
(Duration: 50 minutes)

Boğaziçi Junior College: average 21 hours per week, divided into 7 courses
(Duration: 50 minutes)

III.2 Number of Students in one Class

Licée: 40-80
Average, nationwide: unknown

Boğaziçi Prep School: 10-20

Boğaziçi Junior College: Ranges from 6 to 35, average 22.

III.3 Composition of Classes

The great majority are co-educational, but there are still a number of licées for boys or for girls exclusively.

Gymnasia: 34
(Duration: 45 minutes)

Gymnasia: 10 to 28
Average, nationwide: 22.

Classes are mixed.

IV.0 TEACHING

IV.1 Official guidelines etc.

The official guidelines are explicit. The range of books that can be used by teachers is not very high, and they are issued by the Ministry of Education. Teachers may sometimes introduce additional teaching material.

IV.2 Contents of teaching

Emphasis on

- factual knowledge, frequent oral and written exams, focusing often on memorized information.
- a polyhistoric view.

IV.3 Teaching methods

Licée

Often lecture, and some teacher-directed questions to class.

Boğaziçi Prep School

Mostly teacher and pupil directed.

Boğaziçi Junior College

Teacher and pupil directed.

IV.4 Check on Work done by students in school

Licée

Homework sometimes expected, but difficult to check in class. Checked by means of frequent essays, and work done by pupils every 6 months.

Boğaziçi Prep School

Homework demanded and checked in class

Boğaziçi Junior College

Checked by pop quizes and weekly tests as well as by mid-terms and finals.

The official guidelines are lax and demand only certain order and content covered. The teachers may use any book they consider relevant, and much teaching material is collected and photocopied by teachers/class.

Emphasis on

- learning different approaches to specific problems/ topics, often defined or chosen by class itself. Exams focus on application of approaches.
- a fragmented view

Gymnasium

Teacher and pupil directed.
Extremes: teacher directed questions to class. Group work organised by pupils.

Gymnasium

Homework demanded and checked daily in class (by teacher, or other pupils (e.g. by group work)).
Checked by essays (usually commentary or interpretations of unknown texts)
Assessed by marks during the year, and exams at the end.

Drop-out and Failure Rates

Licée

Failure rate at exams varies much:
15% - 50%, but is highest at the beginning.

V.0 MAJOR DIFFERENCES IN THE EDUCATIONAL SYSTEM AS A WHOLE

V.1 Selection Procedures

The Turkish system is primarily based on external, objective and frequent selection procedures. It is reasonable to assume that the Turkish coregroup belongs to the educational elite.

V.2 Specific features concerning reading, decoding, and expression

It is difficult to foresee if this has any effect, and if so, what it is.

D E N M A R K

Nationwide drop-out rate and failure rate at exams. C. 15% (all years combined). Students may move on to next class despite teacher opposition.

The Danish system is primarily non-restrictive. The Danish coregroup is thus probably more representative of the population.

Decoding plays a higher role in the Danish educational system than in Turkey:

1. The number of foreign languages taught in addition to the mother tongue is higher.
2. The emphasis placed on checking decoding is higher in Denmark: comprehension of Danish, foreign languages, and other topics is checked by e.g. translation, questions, and discussions. Questions are frequently posed to individual students (the last factor to be attributed to the smaller number of students in class).

VI. TOTAL ENROLMENT IN FORMALISED SCHOOL SYSTEM BY AGE

T U R K E Y

Age	% enrolment (77/78)
7 to 12	87.5
13 to 15	39.8
16 to 18	24.6
19 to 22	10.1

source: statistics 77/78

D E N M A R K

Age	% enrolment (79/80)
7-14	98 [1]
15	95.7
17	65
18	57.8
19	46.9
20	33.1
21	26.3
22	23.2
23	20.8
24	17.5
25	13.8
26	10.7
27	8.7
28	7.1
29	5.6
30	4.8
31	4.2
32	3.4
33	3.0
34	2.6
35 to 39	c. 2.2 [2]
40 to 49	0.6
above 50	0.1 [2]

1) the remaining 2% are at hospital or institutional schools.

2) The figures do not comprise evening classes (10% of the population each year) on-job courses and the like, but only within the formalised school system. The numbers after what would be considered normal school age are due to e.g. the existence of openings at all levels of the formalised school system for people who want to supplement their previous education; and special retraining programmes for people who have become incapable of doing their previous job and who therefore get a new education.

Other reports from the Fairytale-project:

No. 1: Plan for an Interdisciplinary Turco-Danish Pilot Study of the Collective v the Individual Nature of the Response to Literature (1/2/80)
No. 2: Bibliography (11/2/79)
No. 3: Fairytale in Tradition and Literature (1/2/80)
No. 4: The Fairytale Project in a Context of Modern Criticism (6/12/79)
No. 5: Plan for the Experimental Set-up in Stages 1 and 2 (10/11/79)
No. 6: Theoretical Frame and the Working Hypothesis (8/7/80)
No. 7: The Nine Tales for the Selection Study: the Texts, their Authenticity, Translation Procedures, the Texts in English, and the Question of "Identity" between the Danish and the Turkish Texts (4/3/82).
No. 8: Report on the Selection Procedure based on Readers' Responses to the Original Nine Tales in Denmark (21/1/81)
No. 9: Report on the Selection Procedure Based on Readers' Responses to the Original Nine Tales in Turkey (25/1/81)
No. 10: The present report.

Publications from the Fairytale-project:

Methodological and Practical Considerations in Setting up an Interdisciplinary Cross-cultural Study of the Experience of Literature in Danes and Turks (in print, Acta FILLM XV, Phoenix)

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